

## ACTIVITY 2 GRADES 6-12

### Objectives

Students will learn the name(s) and identifying characteristics of invasive plants.

Students will present or display their projects.

Students will demonstrate their creative abilities.

### Time Suggestion

Two class periods and 2 weeks for students to complete assignment.

### Wisconsin Model Environmental Education and Science Standards

#### Environmental Education:

A.8.6, A.12.5, B.12.5, E.12.3.

**Science:** A.8.1, A.8.6, B.8.6, F.8.9, G.8.5, F.12.7, F.12.8, G.12.5, H.12.1, H.12.4.

## INVASIVES EXPOSED!\*

### DESCRIPTION

Students create an invasive plant display using a variety of possible methods of presenting the material, such as posters, plant mounts, computer-aided image projections, pictures, videos, slide shows, etc.

### PROBLEM

What invasive plants are in our school district (or chosen area)?

### MATERIALS

- ☐ Pictures and/or samples of plants.
- ☐ Art supplies for different media.
- ☐ Audio/visual equipment, if necessary.

### PREPARATION

The teacher should determine which invasive plants are in the study area.

### PROCEDURES

1. Have students conduct research on invasive plants in their district.
2. Ask students to communicate what they learn to their classmates and community via posters, displays, or audiovisual presentations.

### BACKGROUND INFORMATION

“Invasive” plants cause ecological, economic, or human health problems and citizens must be able to recognize them through their characteristics, such as leaf shape, size, and placement. Visual displays help focus attention on these attributes. Also, invasive plants often dramatically change how Wisconsin plant communities look, in addition to affecting how they function. Students should begin to recognize such changes and decide how they feel about them visually, aesthetically, and ethically, as well as ecologically.

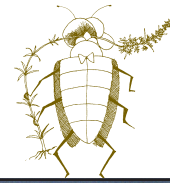
### STUDENT ASSESSMENT

Students should be assessed on the information they present and the quality of their display or presentation. The information should include an identifiable description of the plant, history and current location, why it is a problem, and how one would control it.

### EXTENSIONS

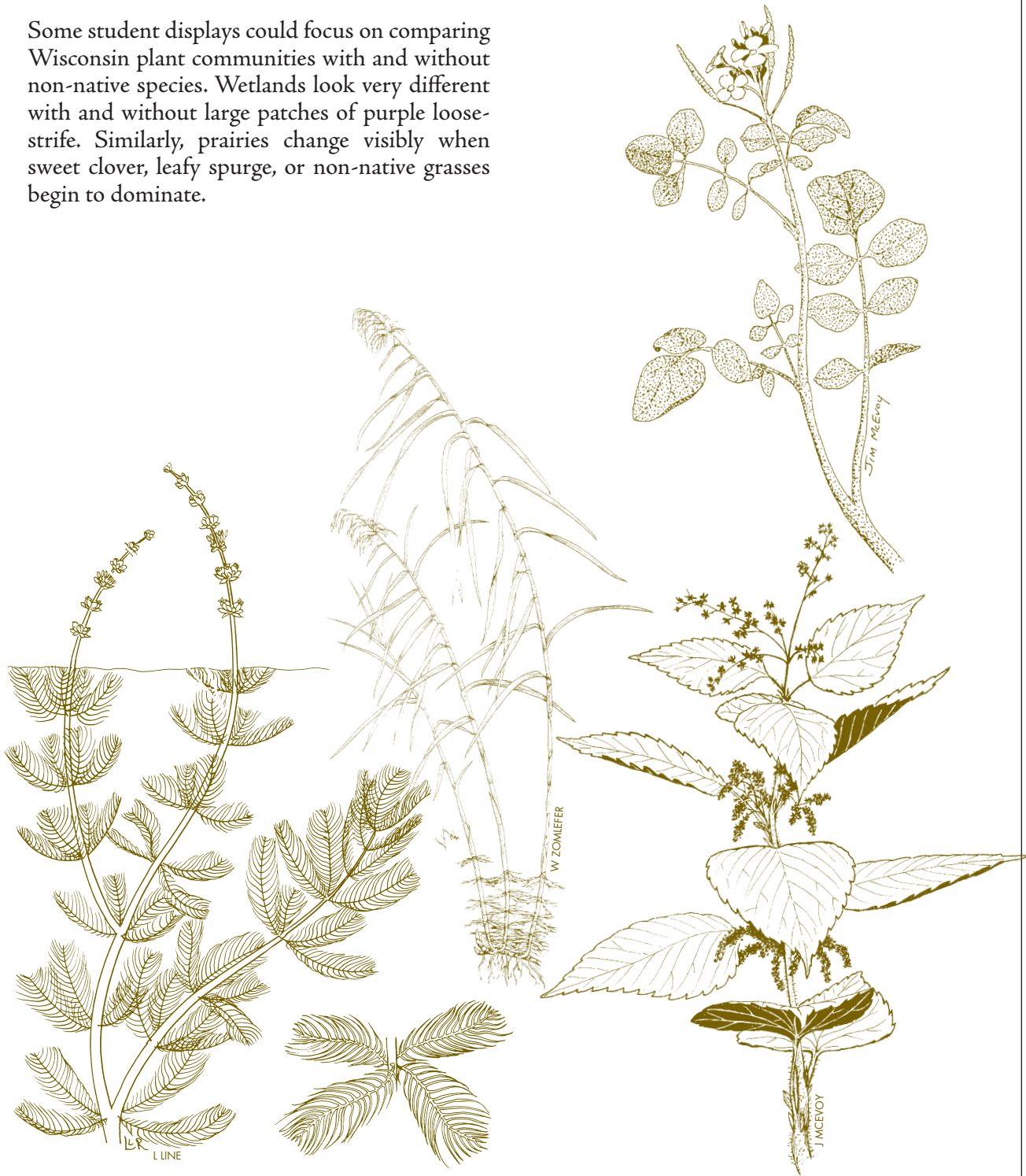
Have students alert the public about the problems that are resulting from particular plants and persuade people to help in local control efforts.





## ACTIVITY 2 INVASIVES EXPOSED! (CONTINUED)

Some student displays could focus on comparing Wisconsin plant communities with and without non-native species. Wetlands look very different with and without large patches of purple loosestrife. Similarly, prairies change visibly when sweet clover, leafy spurge, or non-native grasses begin to dominate.



\*Revised with permission from "Invasive Weed Display" in Project W.U.L.P.: Wetland Understanding Leading to Protection.